DOCUMENT RESUME

ED 393 214 EA 027 480

AUTHOR Nathan, Joe; And Others
TITLE Deserved, Defensible Diplomas: Lessons from High Schools with Competency-Based Graduation Requirements.
INSTITUTION Minnesota Univ., Minneapolis. Hubert H. Humphrey Inst. of Public Affairs.
PUB DATE May 95
NOTE 70p.
AVAILABLE FROM Center for School Change, Hubert H. Humphrey Inst. of Public Affairs, University of Minnesota, 301 19th Ave. South, Minneapolis, MN 55455 ($9).
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS *Academic Standards; Admission Criteria; *Competency Based Education; Degree Requirements; *Evaluation Criteria; Graduation; *Graduation Requirements; Higher Education; High Schools; Open Enrollment; Performance; School Policy; *Student Certification; Student Evaluation

ABSTRACT

This publication presents findings of a study that examined high schools with competency-based graduation systems. Data were obtained from interviews with officials at 29 schools in 17 states. Many of the schools were members of the Coalition of Essential Schools. Four schools are described in detail: Central Park East in New York City, New York; Mountain Open Living High School in Jefferson County, Colorado; St. Paul Open School in St. Paul, Minnesota; and Walden III in Racine, Wisconsin. Several factors affected the success of their competency-based programs: positive attitudes of higher education officials, parent and community support, opportunities for families to select schools, faculty involvement in developing required outcomes, willingness of the school to adjust the system, the development of a limited number of required skills and competencies, and school-district and state flexibility. It is recommended that colleges and universities rethink admissions criteria and establish new criteria based on student knowledge not accumulation of credits; that researchers compare college academic records of students from credit-based and competency-based graduation systems; and that families have the option to select from high schools that offer different kinds of graduation systems. Appendices contain a copy of the interview guide, school profiles, a statement drafted by the Coalition of Essential Schools, and a letter from the University of Minnesota president. (Contains 25 references.) (LMI)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****